MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Volyn National University of Ukraine

optional academic discipline (Erasmus+ Jean Monet Module 2021-2023)

"GUIDELINES TO SUSTAINABLE LANGUAGE EDUCATION AND MEDIA: BRIDGING THE GAP BETWEEN EU-UKRAINE (PhD STUDENTS)"

(SLEMBG)

part of the educational and scientific preparation program for the doctor of philosophy

full-time, part-time, evening forms

Syllabus and guidelines of the discipline "Sustainable language education and media: bridging the gap between EU-Ukraine" (SLEMBG)" (Doctor of Philosophy program)

Developer: doctor of philological sciences, professor of the department of Applied Linguistics Biskub I.P.

The syllabus was approved at the meeting of the Scientific Council of Lesia Ukrainka Volyn National University, protocol No. of 2022.

In Ukraine, recent years have been marked by tremendous political and social changes. Being at the crossroads between East and West, Ukraine has finally chosen its way back to common European cultural and historical space. The change of the political regime in 2014 resulted in dozens of reforms in the economy, education, local management, and administration, etc. In February 2019 the Parliament of Ukraine passed a law amending the Constitution of Ukraine. Now its preamble has wording on the European identity of the Ukrainian people and defines the irreversibility of the European and Euro Atlantic course of Ukraine. As a result, much of modern Ukrainian cultural and educational discourse must be dedicated to various aspects of the European Union, European Integration, and European identity.

Ukrainians still demonstrate low levels of knowledge and awareness about European matters that have a negative impact on the process of our integration. Many people are reluctant, lack knowledge of foreign languages, or face other difficulties. Explaining and thus strengthening the idea of the European identity and the participation of young people in democratic processes is of paramount importance for Ukraine's future and corresponds to the main priorities of the Erasmus2027 programme.

We believe that the introduction of the course on "Sustainable Language Education and Media: Bridging the Gap Between EU-Ukraine" will introduce undergraduate students and PhD students to key European values and standards of sustainability in education; demonstrate them the connection between Language Studies, Globalization, and new European Identity; improve their skills of critical thinking; develop their digital skills and as a result, turn them into active citizens, supporters of core democratic values. The course that will combine Language Studies with important aspects of modern EU life (Culture, Ethics, E-Democracy, Sustainability) will make them feel more European and

support the spread of the EU values and standards in Ukraine, bridging the gap between EU and our country, showing examples to other growing democracies in the world and, of course, helping the integration of Ukraine into the EU.

Another important part of the SLEMBG project is the summer school for media and civil representatives, and local policy-makers. Its focus will be on the development of social and intercultural competencies, critical thinking, and media literacy among the above-mentioned groups.

After the end of our previous JM Module on the EU Language Policy, we have collected the feedback,   and discovered that our participants (local policy-makers, civil administrators and other active citizens) demonstrate the urge to know more about the EU online informational resources, cultural and ecological aspects of life in the EU, media literacy and e-democracy. Though many Ukrainian educational   institutions have introduced lifelong learning programs recently, the ethics of it must still be developed and popularized, and we believe that our SLEMBG summer school will accelerate this process in the region and in Ukraine.

In 2015-2020 Lesya Ukrainka National University was involved in a number of educational projects that   were supported by the Tempus and Erasmus+ Programmes of the European Union: TEMPUS ATHENA (530465-TEMPUS-1-2012-1-BE-TEMPUS-SMGR),   MILETUS (74050-EPP-1-2016-1-DE-EPPKA2- CBHE-SP), Jean Monnet Modules "EU Project Management" (575124-EPP-1-2016-1-UA-EPPJMO MODULE) and "European   Union   Language   Policy" (*587264-EPP-1-2017-1-UA-EPPJMO-MODULE*).   During these years, various fragments of the EU-related studies were integrated into the studying courses at the faculties of Foreign Philology, International Relations, Psychology, and Law. A large number of undergraduate students, who chose these courses,

demonstrated a growing interest and motivation to learn more about the various aspects of life in the European Union in general, and European Educational Standards, in particular.

Based on the background of these courses and their participants` feedback, and our experience within the JM Module "European Union Language Policy" (*587264-EPP-1-2017-1-UA-EPPJMO-MODULE*) we dedicate our new project to a wider area of modern EU Studies based on multidisciplinary approach with a special focus on Sustainable Language Education, core EU Values and Media/Career Literacy. The objectives of the project totally reflect the objectives of the call. It is aimed to foster dialogue between the academic world and society, including local policy-makers, civil society actors, and media representatives. Knowledge and insights of sustainable education practices can support Ukraine`s smooth integration into the common European Educational Area, serve as an example for other neighboring countries, and thus strengthen the role of the EU in a globalized world public diplomacy.

The course has some distinguishing features that bring innovative nature to it, thus, also differing from previous projects which focus on media literacy and career management of undergraduate students and PhD students. It is essential students have a clear understanding of their participation in EU life through career prospective/"career capital" i.e. their skills, experiences and potential on the EU labor market. Course also aims to help students move into employment following module education opportunities for improving EU market career prospects. Course programme will be organized in such a way that a wider socio-economic aim can be simultaneously achieved, i.e. improvement of employability chances for graduates by obtaining additional soft skills through the course, students become more competitive on the labor market.

Through our educational work and collaboration with a Polish trainer (The State School of Higher Education in Chelm), we will spread knowledge about EU subjects (Standards of the EU Language Education and Careers; EU Values and Culture; Sustainable Education Approach in the EU; Media Literacy; Communication and Languages in EU-Ukraine relations; E-Democracy and E-Communication) to wider society and bring the EU closer to the Ukrainian public. We consider the Polish background, added to the project by our trainer, very valuable. Both of our countries suffered from the totalitarian communist occupation in the XX century and were long hidden behind the Iron Curtain. In May 2004, Poland joined the EU and had to pass a large number of new norms and standards into their educational sector. Precise analysis, based on real-life evidence and some historical and geo-political similarities add specific value to the project and our Polish colleagues are ready to share this experience with Ukrainian academicians and students during streaming online lectures. In the late 1990s, English became the most popular language of education and to a certain extent became a means of Polish "Westernization". Later this process facilitated the country`s smooth integration into the cultural and educational environment of the European Union. This experience is extremely valuable for undergraduate and PhD students involved in Language Education.

We believe that the combination of various EU-related studies specialists in one project team can aid better and more precise illumination of the topics we will cover within our course of "Sustainable Language Education and Media: Bridging the Gap Between EU-Ukraine". We also will invite the students of the State School of Higher Education in Chelm, Poland, to participate in our annual webinars and the final conference together with Ukrainian students. This will help direct people-to-people contacts and can result in project added value - joint research and educational projects.

Taking into account the Digital Education Action Plan, we want to introduce online lecturing within the SLEMBG course (for the lectures taught by our trainer from the Polish University). Also, we will introduce our participants to the standards of EU e-communication and e-democracy, EU online media and informational resources. We believe that this approach will help us to foster digital transformations in Ukraine and encourage our institutions to exploit the opportunities offered by digital technologies for teaching and learning languages, communication, introducing new state-citizen practices and media.

1. Abstract of the PhD students course. The optional discipline "Sustainable Language Education and Media: Bridging the Gap between EU-Ukraine" (SLEMBG)" was introduced for postgraduate students of the 1st and 2nd years of Lesya Ukrainka Volyn National University. It is the result of the implementation of the international grant project Erasmus+ module of Jean Monet, which was selected by the European Commission for co-financing in 2021. Young scientists need modern knowledge about cultural, political, historical and linguistic ties of Ukraine and the European Union, among which a special place belongs to language education in compliance with European standards. Ukraine is gradually restoring its own place in the common European cultural and educational space. Special attention will be paid to the main vectors of the European integration of Ukraine taking into account the important role of foreign languages in this process, awareness of the importance of philological knowledge in general and mastery of foreign languages in particular, in the development of Ukraine and its purposeful movement towards the EU.

The course is focused on the language and communication skills necessary for a successful career communication on the topics of cultural, historical and linguistic relations between Ukraine and the European Union; understanding and respect for language and cultural diversity, formation of democratic values.

2. Pre-requisites and post-requisites. The course prerequisites include knowledge of foreign languages (English or German and French) at the A2 level, and passing the courses of "Academic Virtuous and Scientific Ethics". Post-requisites of the course include "Foreign (English, German, French) language".

3. The purpose and tasks of the educational discipline.

The purpose of teaching this course is the formation of English language skills in post graduate students based on topics related to basic European values – European identity, multiculturalism, multilingualism, development of free civil society, the rule of law, the realization of rights and human freedoms.

The main **tasks** include:

1. to acquaint PhD students with the standards of European language education;

2. to offer an overview of the main resources for EU career planning for specialists and scientists with knowledge of foreign languages;

3. trace the role of European values in language education in Ukraine;

4. to form standards of language and academic integrity in PhD students in accordance with pan-European priorities;

5. to offer an overview of the principles of European media literacy;

6. to develop communication skills on pan-European historical, cultural, political topics.

7. to form respect for universal and European values, the ability to preserve and multiply moral, cultural, scientific values and achievements of society.

4. Learning outcomes (competencies).

Having mastered the course "Sustainable Language Education and Media: Bridging the Gap between EU-Ukraine" (SLEMBG)" PhD students will acquire the following **competencies:**

1. the ability to solve complex specialized tasks related to the awareness of the place and role of Ukraine on the way to European integration, further employment and personal growth;

2. the ability to realize one's civil rights and responsibilities as a member of society;

3. the ability to understand European historical and cultural values and the need to develop Ukraine in accordance with European guidelines;

4. the ability to preserve and increase the moral, cultural, scientific values and achievements of Ukrainian society based on understanding the history of the European Union and the formation of ties between Ukraine and the EU;

5. the ability to respect historical, political, multicultural, multilingual aspects of the development of Ukraine and the European Union;

6. the ability to be critical and self-critical in assessing political, historical and cultural situation in Ukraine and the world;

7. the ability to master modern knowledge about development of the European integration processes in Ukraine;

8. the ability to search for information in open and specialized electronic sources of Ukraine and the EU;

9. the ability to work in project groups;

10. the ability to develop abstract thinking, generalization of trends, development of relations between Ukraine and the EU.

11. the ability to freely use English terminology for solving professional tasks.

12. awareness of the principles and technologies for creating English-language texts of various genres and styles in national and foreign languages.

Expected **program learning outcomes.** PhD students who attended the course "Sustainable language education and media: bridging the gap between EU- Ukraine" (SLEMBG)" are able to:

1. freely communicate on professional issues with specialists and non-specialists in state and foreign languages orally and in writing, organize an effective intercultural communication;

2. work effectively with information: select the necessary information from various sources, in particular from professional literature and electronic databases, critically analyze and interpret it, organize, classify and systematize it;

3. organize the process of one's education and scientific activity;

4. understand the fundamental principles of human existence, nature, society;

5. cooperate with colleagues, representatives of other cultures and religions, adherents of different political views, etc.;

6. use information and communication technologies for

7. solving complex specialized problems and professional problems activity

STRUCTURE OF THE EDUCATIONAL DISCIPLINE

Module 1. Standards of the EU Language Education and Careers

Lecture 1: Language Education for Real Life Purposes

Lecture 2: Teaching English in a Globalized Society

Lecture 3: Common European Framework of Languages

Lecture 4: Language Professionals and Language Professions in the EU

Lecture 5: Language Education and Personal Career Plan

Lecture 6: Introducing Personal Career Management in the EU

Seminar 1. Standards of the EU Language Education and Careers

Module 2. EU Values and Culture in Language Education

Lecture 7: European Values in Language Education

Lecture 8: Teaching Languages Through Cultural Diversity

Lecture 9: Teaching Democracy in a Language Class

Seminar 2. Sustainable Education and EU Values

Module 3. Sustainable Education Approach in the EU

Lecture 10: Ethical Issues in Language Education

Lecture 11: Nature Protection in a Language Class

Lecture 12: Academic Integrity in a Language Class

Lecture 13: Sustainable Critical Writing

Lecture 14: European Education Area

Seminar 3. Academic Integrity: Bridging the Gap Between EU-Ukraine

Module 4. EU and Media Literacy

Lecture 15: Sustainable Language Education for Media Literacy

Lecture 16: EU Medial Literacy

Seminar 4. EU Media Literacy

Module 5. Communication and Languages in EU-Ukraine relations

Lecture 17: EU-Ukraine Communication   Strategy: Linguistic Dimensions
Lecture 18: English and Eurointegration of Ukraine

Module 6. E-Democracy and E Communication

Lecture 19: E-democracy and E-communication   in Teaching Languages
Lecture 20: Sustainability in a Virtual Language Class

Seminar 5: Sustainability in a Virtual Language Class

TASKS FOR INDEPENDENT LEARNING

Not provided.

Evaluation policy. Distribution of points and evaluation criteria

While studying the course "Sustainable language education and media: bridging the gap between EU-Ukraine" (SLEMBG)", a PhD student performs the following types work: study of theoretical and practical material (on practical and seminar classes), including the preparation of an individual task and analytical essay.

Full mastery of the course involves attending lectures, individual processing of text and media sources in accordance with topics of seminar classes; preparation of presentations, and execution of written tasks.

For the preparation of an individual research project, PhD students choose a topic according to their priorities and prepare a project (30 points).

An analytical essay aims to highlight individual results of learning the course and priorities developed within the course (20 points).

Postgraduate students can be credited with the results of studies obtained at formal and/or informal education (professional courses/ training, civic education, online education, internships). Process of enrollment is regulated by the Regulation on recognition of learning outcomes obtained in formal, informal and/or informal higher education. According to the established procedure, they can be recognized as learning outcomes based on subject matter, scope of study and content that corresponds to one credit module, or a separate content module, topic (topics) provided by the syllabus.

Course participants have the opportunity to raise any issue that refers to the procedure for conducting or evaluating control measures and expect that it will be considered according to the predetermined procedures in the High Court of Appeals (see Provisions on the procedure and resolution procedures of conflict situations at the Lesya Ukrainka Volyn National University, point 5 "REGULATION OF CONFLICTS IN THE EDUCATIONAL PROCESS").

Attending lectures. Attending lectures is mandatory and is assessed as 2 points.

Attending seminars. Each seminar is evaluated separately in 2 points, so attending all practicals is mandatory. Lost because of the student's absence points cannot be worked out, except if the class was omitted due to a serious reason, confirmed by documents.

A PhD student who does not attend lectures for certain reasons is obliged to justify the absence. If a PhD student is absent from the seminar due to a

serious reason, the practice is carried out during individually agreed consultation.

The absence of a PhD student from the final types of work is assessed as "0" points. Rewriting of the works is possible only in the presence of an official document, confirming the reason for the student's absence.

PhD students have the opportunity to raise any matter relating to the procedure of conducting or evaluating control measures and expect that it will be considered according to the predetermined procedures of the University.

Adherence to general ethics and academic integrity rules:

A participant of the educational process must show tolerance and adhere to ethical norms and rules of conduct when communicating with other students and teachers, faithfully fulfill the tasks entrusted to their responsibilities, strive for personal and professional growth and avoid any manifestations of falsehood that violate scientific ethics and express disrespect of other people's intellectual property (see the provisions on prevention of academic plagiarism: https://ra.eenu.edu.ua/wp-content/uploads/ 2018/11/Polozhennya-Antiplagiat.pdf). Observance of academic integrity rules involves:

1. independent performance of current and final control tasks (for persons with special educational needs, this requirement is applied taking into account their individual needs and capabilities);
2. references to sources of information in the case of using ideas, developments, statements, information;
3. compliance with the legislation on copyright and related rights;
4. provision of reliable information about the results of one's own educational (scientific, creative) activities, used research methods and

sources of information. The general principles, values, principles and rules of ethical behavior of the participants of the educational process, which they should be guided by in their activities, can be found in the Code of Academic Integrity of the Lesya Ukrainka Volyn National University.

Deadlines and Rescheduling Policy. Each participant of the course will receive a certificate of completion of the course, provided that they complete all types of tasks provided in the course syllabus for at least 60 points throughout the course.

FINAL CONTROL

All types of educational activities of a PhD student are evaluated with a certain number of points. The final control is carried out in the form of submitting an individual scientific research task and writing an analytical essay. The total number of points that a PhD student receives during the study of the course and during the final control is 100 points. The final grade on a 100-point scale consists of the total number of points for:

1. Current evaluation of content modules (maximum 50 points);

2. Individual tasks (maximum 30 points);

3. Analytical essay (maximum 20 points).

The teacher reserves the right to encourage course participants with additional points (up to 5points) for participation in various types of scientific and educational activities that involve the use of professional skills relevant to the course (publication of articles and abstracts of reports, speeches at conferences, etc.). The final grade on the national scale will be entered in the

transcript. Information about the study of an optional course will be mentioned among student`s special achievements.

Rating

90 - 100 Perfectly

82-89 Very good

75-81 Fine

67-74 Satisfactory

60-66 Enough

1-59 Unsatisfactorily

RECOMMENDED BOOKS

Basic literature

1. Biskub I. P., Danylchuk A. L., Makaruk L. L. Philosophy, society, language: monograph. Lutsk: Vezha-Druk, 2018. 224 p.

2. European law: the law of the European Union: textbook. K.: Ying Yure, 2015.

3. Constitutional acts of the European Union (edited by Lisbonsky contract) / trans. H. Druzenko and S. Druzenko. K.: K.I.S., 2010.

4. Kopiyka V. V. The European Union: history and principles of functioning. K.: Znannia, 2009. 751 p.

5. Mudry Y. Dictionary-handbook of terms on European integration. K.: Millennium, 2009. 588 p.

6. Deepening of relations between the EU and Ukraine What, why and how? / edited by Michael Emerson and Veronika Movchan. Kyiv, Brussels: European Center of Political Studies (CEPS), Institute of Economic Studies and political consultations (IED). 2016. 267 p.

7. Program of Ukraine's integration into the European Union. URL: https://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=n0001100-00#Text.

8. Prokopenko L. L. P 80 Institutional system of the EU: education. manual / L.L. Prokopenko, O. M. Rudik, N. M. Rudik. – Dnipro: DRIDU NADU, 2018. – 220 p.

9. Rudik O. M. Policymaking and decision-making in the EU: academic. manual K.: Millennium, 2009. 278 p.

10. About Multilingualism Policy. URL: https://ec.europa.eu/education/policies/multilingualism/about-multilingualism-policy_en.

11. An official website of the European Union. URL: https://ec.europa.eu/

12. Erasmus+, Capacity building in higher education (CBHE) action. Survey report: impact of COVID-19 on the implementation of Erasmus+ CBHE projects. URL: https://op.europa.eu/en/publication-detail/-/publication/5af085cbd952-11eb-895a-01aa75ed71a1/language-en.

Additional literature

13.EU Publications. URL: https://op.europa.eu/en/web/general-publications/publications?fbclid=IwAR2GtSrRofeUez3WepCC6nYqnVhOjP1U5uXkloJvKSAL1Lv XJfxap1BNho .

14. European Union Language Policy. Jean Monnet Module. URL: https://all.vnu.edu.ua/nauka/jean-monnet-project .

15. Hix S. The Political System of the European Union. London: Palgrave Macmillan; 3rd edition edition, 2011. 448 p.

16. How the European Union works: Your guide to the EU institutions. Luxembourg: Publications Office of the European Union, 2012. 40 p.

17. Jacobs F. The European Parliament. London: John Harper Publishing, 2016. 512 p.

18. Linguistic Diversity. URL: https://ec.europa.eu/education/policies/linguistic diversity_en.

19. McCormick J. Understanding the European Union : A Concise Introduction. London: MacMillan Education UK, 2017. 252 p.